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**THE COMPARATIVE STUDY BETWEEN THE STUDENTS' MASTERY IN
ENGLISH VOCABULARY BY USING CONVENTIONAL AND
AUDIOVISUAL TECHNIQUE AT THE FIFTH GRADE STUDENTS OF
SDN PARAKAN 1 KABUPATEN MAJALENGKA**

A THESIS

**Submitted to the English Education Department of *Syekh Nurjati* State Institute
for Islamic Studies in Partial Fulfillment of Requirements for the Graduate
Degree of English Education (S. Pd. I)**



By:

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CIREBON
2012**



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ABSTRACT

RIA NUR ANGGRAENI : THE COMPARATIVE STUDY BETWEEN THE STUDENTS' MASTERY IN ENGLISH VOCABULARY BY USING CONVENTIONAL AND AUDIOVISUAL TECHNIQUE AT THE FIFTH GRADE STUDENTS OF SDN PARAKAN 1 KABUPATEN MAJALENGKA

This research is conducted to compare the studying English vocabulary using conventional and audiovisual technique to the Elementary school students. Teaching vocabulary to Elementary School students is not an easy task. It requires a lot of creativity from a professional teacher. The objective of the study is to identify whether there is any significant differences in students' mastery in vocabulary between those who were taught by using conventional technique and those who were taught by using audiovisual. This way, hopefully, would be useful for teachers and students in language teaching and learning process.

The Elementary school students have different characteristics with adults; they easily get bored, losing interest after ten minutes or so. A teacher of this level has got a challenging task to motivate them. He or she needs to modify the way of their teaching. So, they can use the media in order to attract their attention and interest.

Experimental research was used here to get the data. The object of this study was the fifth graders of *SDN Parakan I*. The numbers of them were 30 students. Based on the data obtained, from the school of the fifth graders of *SDN Parakan I*, the scores of vocabulary test by students who were taught by using audiovisual are better than those who were taught by using conventional technique.

The t-test application to the scores of the two groups showed that the t-test (2.335) is higher than the t-table number (1.989). Therefore, the way of teaching vocabulary by using audiovisual presented in this final project was proved to be better.

Therefore, teacher should always try to find better techniques for their teaching. Based on the result, teachers can apply the use of audiovisual (television) as an alternative way in improving students' vocabulary.



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PREFACE

In the name of Allah, the most Merciful, the most Gracious. All praises and thanks are to Allah who has thought writing by pen. With his mercy and permission, the writer has been able to finish her thesis. May invocation and safety be given to the prophet Muhammad (peace be upon him), his family, his companions and his followers up to the end of the world. By the favor of Allah, the writer has been able to finish this thesis with the title: “THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ MASTERY IN ENGLISH VOCABULARY BY USING CONVENTIONAL AND AUDIOVISUAL TECHNIQUE AT THE FIFTH GRADE STUDENTS OF *SDN PARAKAN1 KABUPATEN MAJALENGKA* ”, which presented to fulfill one of the requirements for achieving the graduate degree at the English education department of Tarbiyah faculty of IAIN Syekh Nurjati Cirebon.

During the process of writing this thesis, there are so many people who participated, helped and advised directly and indirectly. So, in this opportunity, the researcher would like to convey her sincerely to propound thankfulness to:

1. Prof. DR. H. Maksum Mukhtar, M.A, the rector of Syekh Nurjati State Institute for Islamic Studies.
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3. Sumadi SS, M.Hum, as the second supervisor who has given his time, motivation and suggestion to the writer in writing this thesis too.
4. Nur Antoni E.T.. SS, M.Hum, as the second supervisor who has given his time, motivation and suggestion to the writer in writing this thesis too.
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8. All students in Fifth grade students of *SDN Parakan 1*, thanks for the participation and time.
9. My parents Muhammad Riyanto and Aminah who always give the writer pray and full support.
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11. All my friends in English Department, especially PBI – G at the State Institute for Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

The writer realizes that this thesis is still far from being perfect and there are a lot of mistakes either in the arrangement or in the content. Therefore, the writer absolutely welcomes to some comments and suggestions dealing with content of this thesis.



Finally the writer hopes that this thesis will be some valuables to the readers,
 especially the writer herself.

Cirebon, August 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is very important in the world, by using language people can express their feeling, thought, knowledge, etc. It means that people can communicate and interact with others through language. They need to relate or communicate with the other people. Without the existence of language human beings will be nothing at all. And by the language they can increase their lives by means of knowledge and science, technology, religion, politics, economy, and so many others not to mention here language is the only instrument for people to communicate.

In the era of globalization, good communication skill becomes highly importance. And in the world, language is a central feature of the culture. It is a reflection of thought, feeling, values, and experiences of the speaker of a community. According to Oxford Advanced Learner's Dictionary (1995: 662), "Language is the system of sounds and words used by humans to express their



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thoughts and feelings.” It means that language is a tool of communication of human being.

In Indonesia, English language has been studied since at the elementary school until university. It is different from our own language, for instance, in this case of spelling, structure, grammatical rule, pronunciation and so on. So, if we want to master it, we must have more vocabularies of English and practice it diligently and regularly.

Vocabulary is a major part of almost every standardized test, college and entrance exams and armed forces and vocational placement tests, and is the total number of words known to a person used in particular book, subject, etc (Hornby, 1994: 1331). Vocabulary plays a very important role in the language teaching, especially in developing the four-language skills. The more vocabulary the learners have, the easier they develop their language skills. Hockett (1958) in Jerry’s book (1999: 117) argues that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom.

The Minister of Education and Culture of The Republic of Indonesia states that the aims of teaching English are as follows: reading ability, understanding spoken English ability, writing ability and speaking ability. According to Brown, H. Douglas, “Teaching by Principles” says that “The teaching of grammar and vocabulary has always been a central aspect of foreign language teaching.” (1994: 347).



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Teaching is not only to show teacher acquaintance with English knowledge especially in translation, but also teacher talent, experience and handiness of approaching the students to make the class enjoyable, relaxing and interesting, so that they will grasp the lesson excitedly and interactively. Teaching is to enrich knowledge and experience by getting in touch with students.

Teaching English in elementary school is a good start to continue learning English for further level. The role of teacher in Elementary School is very important because he or she has task to give the very basic introduction of the first foreign language. He or she has to introduce the new language which is different from students' mother tongue by giving clear explanation about the meaning of the new language including how to use it and how to construct sentences in correct grammatical form.

In teaching English vocabulary, there are many methods and techniques. They are exposure, explanation, definition and translation. Teaching vocabulary seems boring, because most of the teachers only use translating method in teaching process. So, the students feel bored and they are not able to increase their vocabulary.

For that reasons above, it is important for teacher to facilitate students with some teaching techniques that can help them generate ideas. To enrich the English vocabulary, the teachers needs to modify the way of their teaching, so that the existence of teaching media is important. In this case, teachers can give the material by using the media in order to attract their attention and interest as



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stated by Hamalik (1993:18), "media are used to motivate in learning". One of the media used to help teachers to improve the students' interest is television. Television gives reality in a particular time with comment. It also gives the big interest for students and gives authentic information.

Learning a foreign language is not as easy as learning native language. To learn a foreign language, the learners will meet all kinds of learning problems dealing with vocabulary, sound system and how to arrange words into sentences that are quite different from those of their native language.

The Indonesian vocabulary is very different from English. In teaching vocabulary to children in elementary school, the very first thing should be done is introducing the students with English vocabulary including how to write and to pronounce it. The teacher must know students' interest and needs. They should teach vocabulary through enjoyable activities which will make the students memorize English vocabulary easily.

B. The Identification of the Problem

To identify this problem in writing this thesis, the writer has classified it into the following parts:

a. The Research Field

The research area in this research is about the English vocabulary.

b. The Kinds of the Problem

There are many problems in English vocabulary. The writer would like to mention the kind of the problems in English Vocabulary:



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- a. The students are haven't known more of the words
- b. The students are less interesting in learning English vocabulary
- c. The students aren't given enough exercise or assignment about vocabulary
- d. The students feel difficult to remember the words

Those are some kinds of vocabularies problems. As an English teacher, the writer has to find out the way to solve those problems.

Firstly, the writer has to know what the students want. Enjoyments and fun are the keyword to make the learning vocabulary is easier; the students will remember the words faster than before. After knowing what the students want, the writer thinks that to make learning English vocabulary is fun and enjoyable, it is needed audiovisual as the effective method for teaching English vocabulary. The writer chooses television as the solution to solve the English vocabulary problems. It can make students know how to write and to pronounce it. The teacher teach vocabulary through enjoyable activities which will make the students memorize English vocabulary easily.

- c. The Main problem

The main problem of this research is that there is the difference of students' mastery in English vocabulary by using conventional and audiovisual technique at the fifth grade students of *SDN Parakan 1*.

C. The Limitation of the Problem



In this research the writer has decided to limit the problem is only talking students' mastery in English vocabulary by using conventional and audiovisual technique at the fifth grade students of *SDN Parakan 1*.

D. The Questions of the Research

Based on the research above, the writer has tried to give more attention to:

1. How is the students' mastery in English vocabulary of elementary fifth grade by using conventional technique?
2. How is the students' mastery in English vocabulary of elementary fifth grade by using audiovisual technique?
3. Is there any positive and significant comparison between the students' mastery in English vocabulary of elementary fifth grade by using conventional and audiovisual techniques?

E. The Aims of the Research

The aims of the research are as follows :

1. To find out the students' mastery in English vocabulary of elementary fifth grade by using conventional technique.
2. To find out the students' mastery in English vocabulary of elementary fifth grade by using audiovisual technique.



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3. To find out the positive and significant comparison between the students' mastery in English vocabulary of elementary fifth grade by using conventional and audiovisual techniques.

F. The Uses of the Research

1. To increase the developing of English language learning, especially in increasing the students' mastery in English vocabulary by using conventional and audiovisual technique.
2. To increase the students' motivation in learning English vocabulary, especially by using conventional and audiovisual technique.
3. To give an input for teachers in teaching English as a foreign language in a relaxed and interesting atmosphere in the classroom.



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